

CYCLE A

What do we do in the EYFS?

Below is an overview of what we plan to cover with the Early Years Children over the year. All of our Early Years children (Nursery and Reception) will be developing skills through the same topics but the activities will be delivered at a level appropriate to their age and stage of development. We run a two year cycle of planning so that children that go on into our Reception classroom are covering different topics. We plan all of our activities around the seven areas of learning; these are split into three prime areas and four specific areas.

The three **PRIME** areas are:

- Communication & Language
- Physical Development
- Personal, social and Emotional Development

These areas underpin the following specific areas.

The Four **SPECIFIC** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Through exciting topics, we ensure coverage of the above specific areas.

Our children also initiate their own learning through free choice activities, and we do try to follow the children's interests, therefore our planning is flexible and subject to change.

All children develop and learn at different rates; therefore, many of the objectives are on-going as children need to practise these in a wide range of activities in order to consolidate their learning.

Within our topics we do mini topics in order to embrace important celebrations throughout the year such as Chinese New Year, Diwali, Remembrance Day, Harvest and other special celebrations.

		Autumn		Spring		Summer	
Cycle A Topics		All About Me	Christmas	Celebrations	Easter	Plants	Living Things
Special Celebrations		Halloween Harvest Remembrance Day	Bonfire Night Christmas Children in Need Concert/Nativity Pantomime Visit Us	Farm Trip Chinese New Year Valentine's Day	World Book Day Red Nose Day Pancake Tuesday Mother's Day Easter	Theatre Trip	Father's Day Sports Day
Personal, Social & Emotional	Activities	<p>Settling into Nursery Promoting independent learning Friendships & Family Discussing feelings Exploring our feelings Discuss how we can care for others Discuss people who are special to us Sharing resources and taking turns</p>		<p>Learn about caring for babies and other people Discuss who we love Discuss different feelings we experience Discuss how we can help others Look at charities and how we can raise money for Red Nose Day Develop hygiene and self-help skills Discuss how we love our mum's and celebrate this on Mother's Day</p>		<p>Belonging to a family and special group Feelings and friendships Understanding right and wrong & sharing Discuss how to care for animals/minibeasts Sun safety awareness Develop confidence talking/singing Exploring different feelings Develop hygiene and self-help skills Transition activities</p>	
	Birth h to 3 Years	<ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 					
	3 & 4 Years Old	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 					
R.E Topics		Harvest	Diwali Christmas Story	Special People & Places Baptism & Weddings	The Easter story	The bible and Stories about Jesus	Raksha and Bandhan Transition
Physical Development	Activities	<p>Coach delivers a 'Functional Development' session once a week across the year which includes: Apparatus, Gymnastics, Athletics, Ball games/skills and other Physical activities/games. Forest School takes place weekly across the year. Outdoor play is accessible all year through. Mark Making opportunities always available</p>					
	Birth h to 3 Years	<p>Action Rhyme Session Sticky Kids Exercise CD 'Bend and Stretch' Writing Patterns</p>		<p>Let's Move Session Sticky Kids Exercise CD 'Warm Up' Name Tracing</p>		<p>Let's Move & Dance Session Sticky Kids Exercise CD 'Going for Gold' Name Writing</p>	
	Birth h to 3 Years	<ul style="list-style-type: none"> • Walk, run, jump and climb - and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. 					

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3 & 4 Years Old	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
Phonics	<p style="text-align: center;">We use Letters & Sounds Activities to develop an awareness of sounds, rhyme and alliteration and a phonic programme called 'Read Write Inc.' to develop the awareness of letter sounds, formation and other Literacy skills.</p>
Communication, & Language	<p style="text-align: center;">Birth h to 3 Years</p> <ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Reach or point to something they want while making sounds. Copy your gestures and words. Use intonation, pitch and changing volume when 'talking'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic Develop pretend play: 'putting the baby to sleep' or 'driv Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/ing the car to the shops'. multi-syllabic words such as 'banana' and 'compute Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Kati Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. e's coat', 'blue car', 'shiny apple'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
3 & 4 Years Old	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

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	Books/Stories	<p><u>Pie Corbett Stories</u> Dear Zoo The Christmas Story</p> <p><u>Other Story Books</u> Autumn/Halloween/Winter stories and poems Stone Soup & Pumpkin Soup Ollie's Vegetables Bonfire Safety Story Non-Fiction books about 'the body'. Looking at children's favourite stories. Christmas stories.</p>	<p><u>Pie Corbett Stories</u> Hug Come on Daisy</p> <p><u>Other Story Books</u> Happy Birth Day When Willy went to the Wedding Chinese New Year stories Spring/ Easter stories and poems Farm stories Non-Fiction books about: celebrations /babies/ceremonies/ animals / life cycles/Spring The Easter Story.</p>	<p><u>Pie Corbett Stories</u> Jasper's Beanstalk The Crunching Munching Caterpillar</p> <p><u>Other Story Books</u> Titch, The red ripe strawberry and the big hungry bear. Jack and the beanstalk Squash the Spider Bad Tempered Ladybird Non-Fiction books about: plants/Summer/Minibeasts</p>
Literacy	Birth h To 3 Years	<ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 		
	3 & 4 Years Old	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial so Engage in extended conversations about stories, learning new vocabulary. und, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 		
Mathematics	Activities & Stories	<p><u>Math's Stories</u> Dear Zoo Kipper's Toy Box Dear Santa A Christmas Surprise Growing 'Let's Explore' I wish I were big Hasn't he grown The Quilt for Baby</p> <p>Number rhymes Number recognition Number ordering 2D shapes Measures 'size' Counting Practical addition and subtraction Comparing quantities Comparing children's heights/shoe sizes Investigate time and experiment with weight Explore advent (calendars and wreaths)</p>	<p><u>Math's Stories</u> My Presents It's My Birthday Kipper's Birthday Spot's Birthday Party Five Cheepy, Chirpy Chicks Come on Daisy</p> <p>Number rhymes Number recognition and ordering 2D &3D shapes in the environment Counting & place value Positional language Practical addition & subtraction Measures: length, height, weight & capacity Time/days of week Colour & patterns Representing numbers/information in Graphs</p>	<p><u>Math's Stories</u> The Hungry Caterpillar Jasper's Beanstalk Titch The Enormous Turnip Five & 10 Wriggly, Wiggly Caterpillars Five Tiddly, Widdly Tadpoles Ten friendly Frogs</p> <p>Shape 2D and 3D Number recognition/ordering/formation Size and measure Practical activities using addition and subtraction Counting skills Creating patterns using colour Estimation & comparing groups of objects Symmetry with 2D & 3D shapes Days of the week & time Measure: size & capacity Positional language Sorting</p>

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	<p>Birth h to 3 Years</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' • Notice patterns and arrange things in patterns. 			
	<p>3 & 4 Years Old</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 			
	<p>Activities</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; color: red;"> <p>My body & senses Past & present photographs My family Places I like Explore Christmas traditions Look at changes in Autumn & Winter Discuss Harvest & make vegetable soup Use interactive whiteboard/IPad/simple ICT equipment</p> </td> <td style="width: 33%; color: red;"> <p>Look at traditions/celebrations of different countries & taste foods Explore Easter traditions Look at changes in Spring Observation of chicks/ lifecycle Visit to a farm Animal Babies Use remote control toys/mouse/interactive whiteboard/IPad</p> </td> <td style="width: 33%; color: red;"> <p>Caring for others and animals Look at changes in Summer Observe living things Investigate plant/living things life cycles Minibeast hunt Investigate Minibeast habitats Use digital cameras/beebots/remote control bugs</p> </td> </tr> </table>	<p>My body & senses Past & present photographs My family Places I like Explore Christmas traditions Look at changes in Autumn & Winter Discuss Harvest & make vegetable soup Use interactive whiteboard/IPad/simple ICT equipment</p>	<p>Look at traditions/celebrations of different countries & taste foods Explore Easter traditions Look at changes in Spring Observation of chicks/ lifecycle Visit to a farm Animal Babies Use remote control toys/mouse/interactive whiteboard/IPad</p>	<p>Caring for others and animals Look at changes in Summer Observe living things Investigate plant/living things life cycles Minibeast hunt Investigate Minibeast habitats Use digital cameras/beebots/remote control bugs</p>
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<p>Understanding the World</p>	<p>Birth h to 3 Years</p>	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 			
	<p>3 & 4 Years Old</p>	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 			

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities</p>	<p style="text-align: center;"> Painting & collage Make apple sponge & vegetable soup Apple/vegetable printing/collage Self portraits Label parts of body Autumn collages/leaf printing/rubbings Hand/foot prints Finger painting Singing Nursery rhymes & playing musical instruments Christmas crafts, cards and calendars Singing Christmas songs Christmas concert Role play: Doctors Surgery/Opticians/Spooky House/Post Office/Santa's grotto/Nativity Stable </p>	<p style="text-align: center;"> Paint favourite toys from Christmas Bake celebration cakes. Make decorations for various celebrations. Make valentines cards & crafts Chinese dragon dance with musical instruments Animal/Spring paintings & collage Mother's Day cards/gifts Easter crafts Sing Nursery rhymes/Spring/Easter songs & play musical instruments Role play: Dressing up for different occasions/ Baby clinic/Decorations for various celebrations/Chinese Restaurant/Farm </p>	<p style="text-align: center;"> Make Clay/playdough fruits/minibeasts Create Van Gough sunflower pictures/collage Experiment with colour mixing Create symmetrical butterfly pictures Minibeast pictures/paintings/collage/masks Make a papier mache spider & web Acting out stories using masks and props Minibeast songs Musical instruments Minibeast concert Role Play: Garden Centre/Florists/Woodland area/Minibeast study area. </p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Birth to 3 Years</p>	<ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 & 4 Years Old</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Show different emotions in their drawings - happiness, sadness, fear etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 			